

**Governor's P-20 Council  
Joint Meeting of the Education Alignment Committee  
and the Education/Workforce Pathways Committee  
Wednesday, September 13, 2006  
11:00 a.m.  
Meeting Minutes**

**P-20 Council Members Present:** Mark Bryce, Dr. Roy Flores, Laura Palmer Noone, Bob Hagen, Dr. Douglas Olesen, Jack Jewett, Dr. Jim Zaharis, Dean Phillips, Mark Bryce, Susan Carlson, Dr. David Curd, Dr. Sybil Francis, Dr. Karen Nicodemus

**Others:** Jody Ryan, Benah Parker, Dr. Bill McCallum, Stephanie Jacobsen, Suzanne Miles, Barbara Border, Preethy George, Rebecca, Dr. Tom Kilijanek, Fred Mickle,

**Staff:** Debra Raeder, Darcy Renfro, and Becky Hill

**1. Call to Order, Welcome & Introductions**

Debra Raeder began the meeting at 11:05 with opening remarks stating this was a joint meeting of the Education Alignment Committee and the Education/Workforce Pathways committee to hear a presentation from ACT on the crosswalk of the ACT exam with Arizona State Standards as well as information on Workkeys as requested by the Alignment Committee in April, 2006. Darcy Renfro emphasized that following the presentation from ACT, and in concert with the committees goals and strategies as well as the short-term proposals made by the Governor at the August Council meeting, the Committees needed to set some priorities and develop a process for action particularly regarding current exit standards. Those present were then invited to introduce themselves before the presentation by ACT.

**2. ACT Presentation & Discussion – Dr. Tom Kilijanek and Fred Mickle**

Fred Mickle began the presentation with an overview of the ACT exam, a curriculum-based measure of college readiness and include tests of academic achievement in English, math, reading, science and writing. The ACT College Readiness Standards are sets of statements intended to help students, parents and educators understand the meaning of test scores; that the standards relate test scores to the types of skills needed for success in high school and beyond; and that they serve as a direct link between what students have learned and what they are ready to do next.

Mr. Mickle explained the levels of ACT's Education Planning and Assessment System (EPAS) tests: EXPLORE (8<sup>th</sup> and 9<sup>th</sup> grades); PLAN (10<sup>th</sup> grade); and the ACT (11<sup>th</sup> and 12<sup>th</sup> grades). The question ACT sought to answer with the crosswalk were: To what extent do ACT's Workkeys assessments and ACT's EPAS measure Arizona's Academic Content Standards? The comparisons conducted by ACT content specialists show that ACT's Reading, English, Writing, Mathematics and Science tests indicate the following: that while the exams align with a majority of Arizona's standards in Reading, English, and Writing there is not as close of an alignment with Math and Science standards. The assumption could be made that Arizona standards may not provide the rigor students need to be successful in postsecondary education or the workforce in the area of math and science.

Dr. Kilijanek then provided the Committees with an overview of ACT's Workkeys Assessment system. Workkeys is a nationally recognized job skills assessment system that measures "real world" skills that employers believe are critical to job success. Workkeys Assessments for high school students addresses work skills needed by all students and is based on objective, certifiable, valid/reliable assessment results and clearly indicates work skill levels needed for success in the workforce. Workkeys assessments are not normative; are work-related; provide a certification of skills levels; meet EEOC guidelines; and can be used in any combination.

Following the presentations by Mr. Mickle and Dr. Kilijanek, the Committee engaged in a brief question and answer period.

### **3. Review of Goal and Strategies of Committee**

Becky Hill asked the two Committees to discuss a process for addressing Arizona's current exit standards and how to align entry points for higher education as well as how to translate exit standards to student readiness for postsecondary training, education or the workforce. The Committees engaged in a discussion in this regard and agreed to focus on the following areas agreeing that time is of the essence:

- Determine standards for community college and universities entrance
- Determine assessments used and cut-off scores for community colleges
- What are the barriers to making CTE available to all students
- Are academics embedded in CTE courses and how do we know
- How do we assess readiness for workforce/college
- Bring higher ed institutions to the table to agree on what high school standards should be

### **4. Next Steps**

- Staff to research model from Achieve Inc on process for alignment of high school standards with college/workforce requirements
- Staff to identify team of higher education, K-12 and industry representatives to revisit high school standards and exit requirements
- Staff to research costs for implementing standardized assessment such as ACT
- Staff to arrange teleconference to discuss higher education feasibility study
- Staff to provide Committees with ABOR's goals

### **5. Call to the Public**

There were no requests from the Public to address the Committee.

### **6. Adjournment**

There being no further business or discussion, the meeting was adjourned at 1:10 p.m.